DOCUMENT RESUME

ED 087 318 HE 005 121

AUTHOR Kronovet, Esther
TITLE Affirmative Action Plan Criteria.
PUB DATE Dec 73
NOTE 8p.; Paper based upon a presentation at the Women and the Management of Postsecondary Institutions Conference, Syracuse, New York, December 12-14, 1973

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Administrator Role; *Equal Opportunities (Jobs); Females; *Higher Education; Minority Groups; Personnel Management; *Program Administration; Research Projects; *Sex Discrimination
IDENTIFIERS *Affirmative Action

ABSTRACT

To clarify the role of new managers of affirmative action programs, a survey was conducted among 58 public institutions in the fall of 1973. These included 38 community colleges, 14 four-year institutions and six agricultural and technical schools throughout New York State. The study focused upon (1) whether the position of affirmative action officers is considered a fulltime appointment, (2) the extent to which affirmative action responsibilities are viewed as collateral duties, and (3) the range of job titles held by those delegated additional responsibilities as affirmative action officers. The findings indicate that most institutions view affirmative action responsibilities as collateral duties. Only three community colleges located in New York City and one four-year college have fulltime affirmative action officers; seven community colleges had not yet identified individuals to function in this role. Those serving as affirmative action officers have a variety of job titles, including president, academic dean, and personnel director. Very few institutions have members of their faculty functioning in this position. (Author)

ED 087318

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ABSTRACT

MANAGEMENT OF AN AFFIRMATIVE ACTION PROGRAM

Esther Kronovet

Nassau Community College

To clarify the role of new 'managers' of affirmative action programs, a survey was conducted among 58 public institutions in the fall of 1973. These included 38 community colleges, 14 four year institutions and 6 agricultural and technical schools throughout New York State. The study focused upon (a) whether the position of affirmative action officer is considered a full time appointment, (b) the extent to which affirmative action responsibilities are viewed as collateral duties, and (c) the range of job titles held by those delegated additional responsibilities as affirmative action officers.

The findings indicate that most institutions view affirmative action responsibilities as collateral duties. Only three (7.9%) community colleges located in New York City and one (7.1%) four-year college have full time affirmative action officers: seven (18.4%) community colleges had not yet identified individuals to function in this role. Those serving as affirmative action officers have a variety of job titles that include President, Academic Dean, and Personnel Director. Very few institutions have members of their faculty functioning in this position.

In addition to reviewing the results of this survey, different managerial models are considered, as well as important issues that the 'manager' of affirmative action programs must resolve before proceeding with the development of a written plan.

HE 005 121

AFFIRMATIVE ACTION PLAN CRITERIA

Esther Kronovet

Nassau Community College

Any reference to an affirmative action plan presupposes that certain basic decisions have already been reached. These decisions - and the considerations that led to them-are what I would like to consider with you first. Later we can review issues related to the plan itself.

When the requirement of a written affirmative action plan, in compliance with Executive Orders 11246 and 11375, was extended to public institutions about one year ago, public higher education faced a set of tasks similar to those with which private institutions have been dealing.

True, the Office for Civil Rights in the U. S. Department of Health, Education and Welfare had published its Guidelines for Higher Education, thereby providing an invaluable frame of reference. Yet, one of the key issues left to the institution is the selection of an affirmative action officer, a decision clearly within the purview of the chief executive officer, or contractor, according to federal regulations.

Who, in fact, are the 'executives' or 'managers' of affirmative action programs? And where are they placed within the contractor's table of organization?

These are the questions that prompted a survey among public institutions in the fall of 1973 of 38 community colleges, 14 four year institutions and 6 agricultural and technical schools throughout New York State.

The return was beyond my expectations: all 58 institutions responded. Here is what the responses showed:

This paper is based upon a presentation at the Women and the Management of Postsecondary Institutions Conference held in Syracuse, New York, December 12-14, sponsored by the Office of Higher Education Management Services, State Education Department.

1. Among the 38 community colleges, only three (7.9%) institutions located in New York City have full time affirmative action officers. Furthermore, seven (18.4%) colleges have not yet identified individuals to serve as affirmative action administrators.
2. With the 14 four-year colleges surveyed, only one (7.1%) has a full time affirmative action officer.
3. There are no full time affirmative action officers employed at any of the agricultural and technical schools.
4. Administrators who are functioning as 'managers' of affirmative action programs in addition to other responsibilities have the following range of job titles:

   President
   Vice President for Administration
   Vice President for Academic Affairs
   Assistant Vice President for Business Affairs
   Dean of the College
   Academic Dean
   Dean of Administration
   Associate Dean of Instruction
   Director of Institutional Research
   Director of Business Affairs
   Personnel Director
   Special Projects Coordinator
   Assistant to the President

5. At three institutions, faculty members have assumed the role of affirmative action officer in addition to teaching.

Their titles:

Chairman of Liberal Arts

Professor of English

Professor of Physics

What are the implications of these findings? Although it is difficult to arrive at conclusions, it is interesting to speculate on different possibilities. It suggests to me that institutions have not systematically studied their affirmative action goals in relation to the academic qualifications and skills essential in selecting an affirmative action officer. Since there is little uniformity in the academic backgrounds of individuals charged with the responsibility, it is not surprising that plans are uneven from the standpoint of methodology and content, as well as depth and scope.

It also suggests to me the need for constructing different managerial models along with a cost analysis for each design. Models, for example, could range from a faculty person, with release time of three or six credits, to an administrator with quarter, half or full time responsibility. Or, still another model could involve a team of two with a faculty member and administrator working together for a fixed number of hours as part of their full time duties.

Perhaps also, the degree of institutional commitment to the principles underlying affirmative action is reflected in how near to the top of the decision-making network the new 'managers' of these programs are found.

As already noted, at most (93.0%) of the institutions surveyed, affirmative action responsibilities are viewed as collateral duties, a managerial approach that may be sound in terms of institutional size,

budget, regional location, student population, and number of minorities and women already employed. Indeed, there is no single approach that will fit the characteristics and requirements of all institutions. However, a hard objective look at some of the factors outlined will, I believe, enable more colleges to identify 'managers' who are well prepared to organize and develop an approach to affirmative action.

Once goals have been identified - and these may be as vast as those reflected in the University of Maryland's plan, which is connected with a broad Human Relations Program, or as narrow as the ones submitted by institutions which strive to do little more than meet minimum requirements set forth by HEW - the Affirmative Action Officer or 'manager' must move on certain decisions before a plan or program can take shape:

First, he must identify the range of data required for preparing an analysis of employment practices. Here are some examples:

a. What percentages of whites and minorities, men and women, are within each academic department and among administrative job titles? You may further want to refine this analysis to include the distribution of men and women among whites and minorities.

b. What percentage of minorities and women are represented among departmental chairpersons?

c. How do the salaries of minorities compare with those of whites, women's salaries with men within each department or job title, as well as throughout the colleges. What variables do you want to hold constant while making these comparisons? Years of service, years in rank, terminal degree? This information is more difficult to "smoke out" at private institutions,

particularly where salary information is unpublished and guarded as confidential. In public colleges, unless you analyze rank and step, or title and grade at time of original appointment, salary inequities may be obscured by a uniform salary scale at different professorial levels.

d. The number of years in rank or job title before promotion for whites and minorities, men and women, should also be studied.

Secondly, you will want to clarify the information required for monitoring the plan. And this carries you into still another set of issues:

a. How to establish recruiting procedures and feedback on job applicants. Where to advertise?

b. At what point does a casual inquiry become a job application?

c. How to go about obtaining accurate information concerning race, sex, religion, and national origin, keeping in mind that as 'managers' we must assume full responsibility, through the procedures we develop, for auditing.

Thirdly, one must explore ways to increase the College's computerized employee data bank, for both job applicants, as well as college employees.

Fourth, if we are to meet our goals and make any kind of impact on the academic community, it is vital to establish task forces, and/or an affirmative action advisory board. At a time in higher education when

an increasing number of individuals share in decision-making that affects hiring and promotion, it is essential to draw upon one's faculty, particularly members of promotion and budget committees and departmental chairpersons. They constitute a great resource and their special skills should be fully utilized.

Fifth, at public institutions which have civil service employees, it is important that the Affirmative Action Officer for the College serve as liaison with the county, state or city affirmative action administrator. Although the civil service agency files its own plan, the college's manager of affirmative action has a responsibility to keep track of this group of employees and to explore the role the college can plan in such matters as establishing career ladders for minorities and women, and in providing training programs to help up-grade individuals.

Private institutions must, of course, include in their plans an analysis of employment practices for their support staff. However, in a situation where many positions are ungraded, this task becomes especially complicated.

Sixth, a decision must be reached concerning the inclusion of adjunct faculty in the plan, keeping in mind that, although it is not required under Executive Order 11246, such part-time positions are basic for opening career opportunities to women, especially those who wish to re-enter the job market on a part time basis.

Many of the issues I have identified can be answered with the help of your calculators and computers. There are, however, other concerns that fall into more sensitive areas, and it is important for the 'manager' to have an awareness of these, as well.

One has to do with the growing concern of religious minorities. These groups have been struggling to achieve equal opportunity, and they are fearful that they will be forced to take a backward step insofar as some affirmative action plans focus on racial minorities and women. Charges of reverse discrimination are finding their ways into the courts and there is panic setting in among young white males with newly earned Ph. D.'s seeking employment or promotion. And how do we deal with the charges of discrimination that reach one's office, when a review of the case suggests that the problem is more a function of personality conflict that a reflection of racial, religious or sexual bias?

The challenge is great; the task is enormous. But when these questions are unraveled and clarified, when the individuals are both committed and objective, only then can the 'managers' of affirmative action programs truly become change agents in our institutions of higher learning.